

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Treeview Elementary School	01611926001192	04/12/2023	05/24/2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR] 200.25[a][1]*). The improved achievement is to result from improving the entire educational program of the school (34 *CFR 200.25[a][2]*).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The Treeview Elementary Schoolwide Program (SWP) is a comprehensive support and improvement plan of actions to be taken to raise the academic performance of all students, particularly the lowest-achieving students, and improve the school's education program. This plan specifies how categorical funds (Title 1, LCFF) and site discretionary funds will be used to accomplish the goals outlined in the plan. The Common Core State Standards (CCSS) are reflected in the changes to the instructional practices at Treeview as well as the way academic progress is measured. The SWP has 7 performance goals aligned to HUSD’s Local Education Agency plan.

Goal 1 Deeper Learning -- Language and Literacy: During the 2023-2024 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in English Language Arts (ELA) will increase 10% from 25.24% to 35.24% as

measured by the 2024 CAASPP.

Goal 2 Deeper Learning -- Mathematics: During the 2023-24 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics will increase by 10% from 17.30% to 27.30% as measured by the 2024 CAASPP.

Goal 3 Deeper Learning -- English Language Development: During the 2023-2024 school year, the percentage of Treeview Elementary School English Learners (ELs) advancing one proficiency level will increase 10%, from 69.6 to 79.6 as measured by the English Language Proficiency Assessment California (ELPAC).

Goal 4 Deeper Learning -- Visual and Performing Arts:

Goal 5 Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): During the 2023-2024 school year, Treeview Elementary 5th graders who indicate feelings of school connectedness on the California Healthy Kids Survey (CHKS) will increase 10% from 74% to 84%.

Goal 6 Relationship-Centered Schools -- Parent Engagement: During the 2023-2024 school year, Treeview Elementary will increase the number of parents participating in PTA, AASAI, ELAC and Coffee & Conversation Meetings.

Goal 7 Relationship-Centered Schools -- Attendance and Chronic Absenteeism: During the 2023-2024 school year, Treeview Elementary School will increase its daily attendance rate by 7% from 89% to 96%.

DATA ANALYSIS

Our SPSA includes an analysis of recent student achievement and school climate data including: California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment California (ELPAC), Fastbridge Screeners, Imagine Learning Galileo Assessments, California Healthy Kids Survey (CHKS), Hayward Unified School District (HUSD) Attendance Summary Report.

SPECIFIC ACTIONS AND TASKS TO MEET PERFORMANCE GOALS

In order to achieve the above stated goals, Treeview Elementary School has set forth specific goals and related actions in our SPSA that include:

- Provide staff development to teachers on on-line platforms to personalize instruction.
- Provide staff development of AVID WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies
- Provide staff development on Renaissance Accelerated Reader (AR)
- Provide staff development of Positive Behavior Intervention & Supports (PBIS)
- Provide staff development of anti-racist assessment systems through Core Shifts
- Provide staff development of Benchmark Curriculum
- Provide staff development of The Science of Reading
- Engage staff in Cycle of Inquiry around student learning including monitoring and evaluating Benchmark data.
- Development of a rigorous English Language Development (ELD) and Academic Language Development Program (ALD) to improve students' English language and academic language development skills.

- The Family Engagement Specialist will collaborate with the principal and support staff in coordinating trainings/workshops for parents/caretakers that support success in school, discipline strategies, health and nutrition classes, English Language classes and other supports as deemed appropriate by parents and staff.
- Maintain 96% attendance rate

BUDGET

As outlined in the SPSA, the majority of Title 1 (3010) supplemental funds are spent on:

- Imagine Learning licenses for Treeview students Grade 3-6 to provide on-line, personalized learning paths to provide the strategies and skills needed to develop English Language Arts and Mathematics skills

(\$22,000).

- AVID membership and Summer Institute will provide Treeview teachers with training in line with Title 1 funding: STEM Literacy for all students, Reading for Disciplinary Literacy, WICOR (Writing, Inquiry, Collaboration,

Organization, Reading) Strategies (\$30,051).

- Reading Professional Development (\$10,000)
- Scholastic News Subscription for all Treeview students to bring current events into our classrooms classrooms including lesson plans that meet CCSS standards, and other online resources (\$2,559)

As outlined in the SPSA, the majority of LCFF (0795) supplemental funds are spent on:

- Renaissance Learning /Accelerated Reader for all Treeview students to monitor reading practices and progress (\$14,727)
- Substitute Coverage for SSTs/504 Meetings would allow teachers to attend Student Study Team (SST) and 504 (students with disabilities) Meetings (\$1,480)
- Substitute coverage for ELPAC test administration allows assistance with administration of the ELPAC, the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English (\$2,775)
- Substitute coverage for release time allows for teachers to observe and learn from colleagues, teachers at other sites and different programs such as California Distinguished Schools and AVID (\$2,775)

As outlined in the SPSA, the majority of Site Discretionary funds are spent on:

- Teacher Individual Supplies to purchase items for their classrooms not provided by office staff (\$4,600)
- Materials and Supplies covers essentials needed to operate our schools including the increase in paper usage to support newly adopted Benchmark ELA Curriculum (\$13,082)

ATSI:

There are 22 schools in HUSD which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, "Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- All indicators at the lowest status level; or
- All indicators at the lowest status level but one indicator at another status level"

Treeview is one of the sites that was identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Treeview ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

To involve all Treeview ES Educational Partners in the development of the 2023-2024 SPSA, the following events occurred:

August 2022.

- Principal begins to provide the Treeview ES staff with timely information about the school's programs by utilizing weekly Bulldog Pride (staff newsletter), weekly staff collaboration meetings (each Wednesday) and monthly Site Based Decision Making (SBDM), School Site Council (SSC) and staff meetings.

September 2022.

- Principal begins to provide parents with information about the academic programs used at Treeview ES, the assessments used to measure student progress, and proficiency levels students are expected to achieve at various Parent, Teacher Association (PTA) monthly meetings, English Language Advisory Committee (ELAC) monthly meetings, Coffee & Conversation monthly meetings, weekly phone messages home (English & Spanish), bi-month Treeview Parent Journal (English & Spanish) and school website.

October 2022.

- Treeview ES convened in-person Back to School Night to inform parents about the goals outlined in the 2022-2023 SPSA and the rights of parents to be involved in the oversight of the current SPSA and development of the 2023-2024 SPSA. At Back to School Night, the principal also highlighted the variety of methods for parent involvement and communication.
- The Family Engagement Specialist and principal host first of monthly Coffee Chats. Highlighted at each meeting are specific events geared toward family involvement and learning about the educational program at Treeview. Monthly PTA, SBDM, SSC, ELAC and staff meeting

November 2022.

- Monthly PTA, SBDM, SSC, ELAC and staff meetings

December 2022.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting
- Treeview ES School Site Council (SSC) reviewed the 2022-2023 SPSA goals.

January 2023.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- Treeview ES SSC started to identify goals and budget priorities for the 2023-2024 school year.

February 2023.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.

- The 2023-2024 budget was shared with SSC and at staff meeting. \$145,073 was allocated to Treeview.

March 2023.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- SSC created a proposed 2022-2023 Budget that included Imagine Learning Licenses for students grades 3-6 (\$22,000), Renaissance Learning Accelerate Reader (\$14,727), AVID membership, Library and Summer Institute training for all teachers and administrators (\$30,051), substitutes for 504/SST teacher coverage, release time for teachers, materials and supplies. The proposed budget was shared with Treeview staff for input. The proposed budget was also shared with the parent community at the March PTA meeting for parent input.

April 2023.

- Monthly PTA, SBDM, SSC, ELAC and staff meeting.
- Treeview ES staff supported proposed budget by SSC at staff meeting. Treeview ES parents supported proposed budget at PTA meeting. SSC approved 2023-2024 Site Plan for Student Achievement (SPSA) and accompanying budget
- SPSA submitted for review

May 2023.

- SSC approved final 2023-2024 Site Plan for Student Achievement (SPSA) and accompanying budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

2017-2018

The Treeview Elementary School 2017-2018 Budget reflected 80% of funds going toward paying four substitutes to deliver LLI reading intervention and math intervention. The total number of students receiving this intervention support equaled 17% of the entire school population. Inequities with the budget resulted in the academic needs of many students were not being met. This included students who receive special education who were excluded from receiving reading and/or math intervention. The budget also did not reflect funding to support students performing above grade level. Absent from the budget and site plan were actions to provide enrichment.

2018-2019

In an effort to address the inequities of the 2017-2018 budget, during the 2018-2019 school year, Treeview teachers began to using the online platform Imagine Learning (IL) to provide reading and math intervention and enrichment during the school day. Although it was in its infancy at Treeview, the Imagine Learning program was so appreciated by teachers, students and parents that the staff endorsed the purchase of Imagine Learning licenses for all Treeview students, including students in poverty, students of color, students who receive special education and students who were English Language Learners for the 2019-2020 school year.

2019-2020

The Treeview staff's efforts with Imagine Learning, was rewarded with the Imagine Nation Beacon School Award for innovative use of digital programs. Treeview also saw a rise in the percentage of

EL students advancing one proficiency level from 52.6 to 63.1 in 2019-2020. Imagine Learning was beneficial in reaching this success.

2020-2021

The 2020-21 school year saw a decline in Imagine Learning use. This is attributed mostly to the global pandemic. To support all students, during distance learning, the school district purchased the online platform IXL. The K-2 teachers used IXL for their students. Despite the declining use, students who used Imagine Learning made gains in Literacy Development and Vocabulary Development. Unfortunately only those students with support at home showed gains.

2021-2022

Students returned from distance learning and local as well as state data showed a decline in ELA performance, specifically reading. The budget challenges made it difficult to continue with online platforms as well as provide the intensive reading intervention needed.

2022-2023

While steps have been taken to support the academic needs of many students through online platforms, data from COST Meetings, Fastbridge Assessments and CAASPP showed a greater need to support intensive intervention for students reading below grade level, English Learners and students in Special Education. 2022 CAASPP data showed nearly 50% of students in grades 3-6 scored Standards Not Met in ELA . 90% of students in grades 3-6 are not reading at grade level. To help address the reading performances, the Treeview Instructional Leadership Team (ILT) piloted The Science of Reading Professional Development. The Science of Reading Professional Development will be extended to all teachers for the 2023-2024 school year to address reading performance and paid for using Title 1 fund.

With IL, AVID, Accelerated Reader and professional development on the Science of Reading equitable achievement will be realized at Treeview across student populations of varying demographics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.53%	0%	2	2	0
African American	8.6%	8.02%	6.41%	35	30	28
Asian	12.8%	11.50%	13.27%	52	43	58
Filipino	7.1%	9.36%	6.64%	29	35	29
Hispanic/Latino	56.0%	55.08%	57.21%	228	206	250
Pacific Islander	3.2%	3.21%	2.52%	13	12	11
White	5.9%	6.68%	7.55%	24	25	33
Multiple/No Response	5.9%	4.81%	4.81%	24	18	21
	Total Enrollment			407	374	437

Conclusions based on this data:

Hispanic/Latino students continue to be largest student population.
 There is a slight increase in Filipino and White student population.
 Attendance has decreased each of the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	128	121	147	31.40%	32.4%	33.6%
Fluent English Proficient (FEP)	52	50	67	12.80%	13.4%	15.3%
Reclassified Fluent English Proficient (RFEP)	3			2.3%		

Conclusions based on this data:

English Learners continue to make up approximately 32% of student population.
The number of ELs has declined each year.
We need to improve percentage of students who are reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	49		0	49		0	49		0.0	100.0	
Grade 4	67	49		0	47		0	47		0.0	95.9	
Grade 5	58	62		0	62		0	62		0.0	100.0	
Grade 6	65	54		0	52		0	52		0.0	96.3	
All Grades	243	214		0	210		0	210		0.0	98.1	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2387.			16.33			20.41			20.41			42.86	
Grade 4		2415.			10.64			23.40			17.02			48.94	
Grade 5		2418.			6.45			12.90			16.13			64.52	
Grade 6		2449.			1.92			11.54			34.62			51.92	
All Grades	N/A	N/A	N/A		8.57			16.67			21.90			52.86	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.37			51.02			30.61	
Grade 4		10.64			59.57			29.79	
Grade 5		1.61			62.90			35.48	
Grade 6		3.85			55.77			40.38	
All Grades		8.10			57.62			34.29	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			47.92			39.58	
Grade 4		4.26			57.45			38.30	
Grade 5		8.06			43.55			48.39	
Grade 6		3.85			38.46			57.69	
All Grades		7.18			46.41			46.41	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.16			67.35			24.49	
Grade 4		4.26			76.60			19.15	
Grade 5		8.06			67.74			24.19	
Grade 6		7.69			67.31			25.00	
All Grades		7.14			69.52			23.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.20			57.14			32.65	
Grade 4		6.38			68.09			25.53	
Grade 5		6.45			48.39			45.16	
Grade 6		5.77			67.31			26.92	
All Grades		7.14			59.52			33.33	

Conclusions based on this data:

21-22 data shows 3rd grade near standards is higher than below standards.
 21-22 data shows 5th grade was the largest group performing below standards.
 21-22 data shows smallest percentage of students above grade level is in 6th grade.
 21-22 data shows roughly half of students across grade levels are approaching grade level standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	49		0	49		0	49		0.0	100.0	
Grade 4	67	49		0	44		0	44		0.0	89.8	
Grade 5	58	62		0	62		0	62		0.0	100.0	
Grade 6	65	54		0	53		0	53		0.0	98.1	
All Grades	243	214		0	208		0	208		0.0	97.2	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.			18.37			20.41			8.16			53.06	
Grade 4		2419.			15.91			4.55			31.82			47.73	
Grade 5		2423.			1.61			6.45			29.03			62.90	
Grade 6		2409.			0.00			5.66			24.53			69.81	
All Grades	N/A	N/A	N/A		8.17			9.13			23.56			59.13	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.37			36.73			44.90	
Grade 4		11.36			36.36			52.27	
Grade 5		3.23			30.65			66.13	
Grade 6		3.77			28.30			67.92	
All Grades		8.65			32.69			58.65	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.33			36.73			46.94	
Grade 4		11.36			34.09			54.55	
Grade 5		3.23			41.94			54.84	
Grade 6		0.00			37.74			62.26	
All Grades		7.21			37.98			54.81	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.41			46.94			32.65	
Grade 4		11.36			50.00			38.64	
Grade 5		3.23			46.77			50.00	
Grade 6		1.89			47.17			50.94	
All Grades		8.65			47.60			43.75	

Conclusions based on this data:

2021-2022 data shows 97.2 percent of all students grade 3-6 were tested.
 2021-2022 data shows only 17% Met or Exceeded Standard
 Students' performance level decreased each grade level after 3rd grade.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
374	61.2	32.4	0.5
Total Number of Students enrolled in Treeview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	121	32.4
Foster Youth	2	0.5
Homeless	3	0.8
Socioeconomically Disadvantaged	229	61.2
Students with Disabilities	32	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	8.0
American Indian	2	0.5
Asian	43	11.5
Filipino	35	9.4
Hispanic	206	55.1
Two or More Races	18	4.8
Pacific Islander	12	3.2
White	25	6.7

Conclusions based on this data:

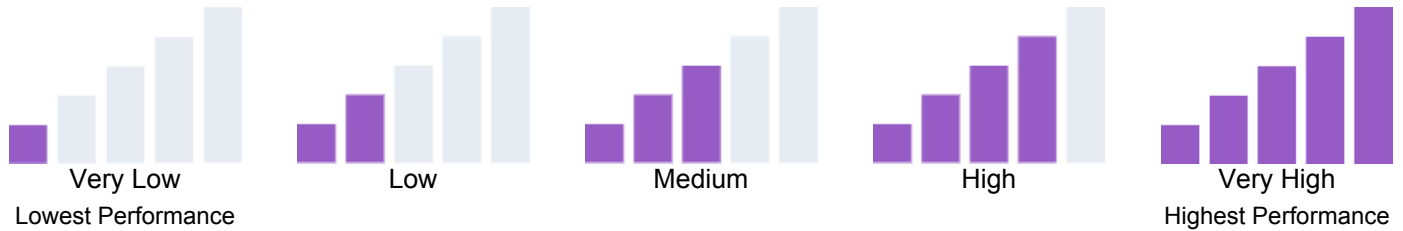
More than half of students are eligible for free & reduced meal program.
Hispanic continues to be the largest ethnic group.
English Learners are a large percent of the student population.

School and Student Performance Data

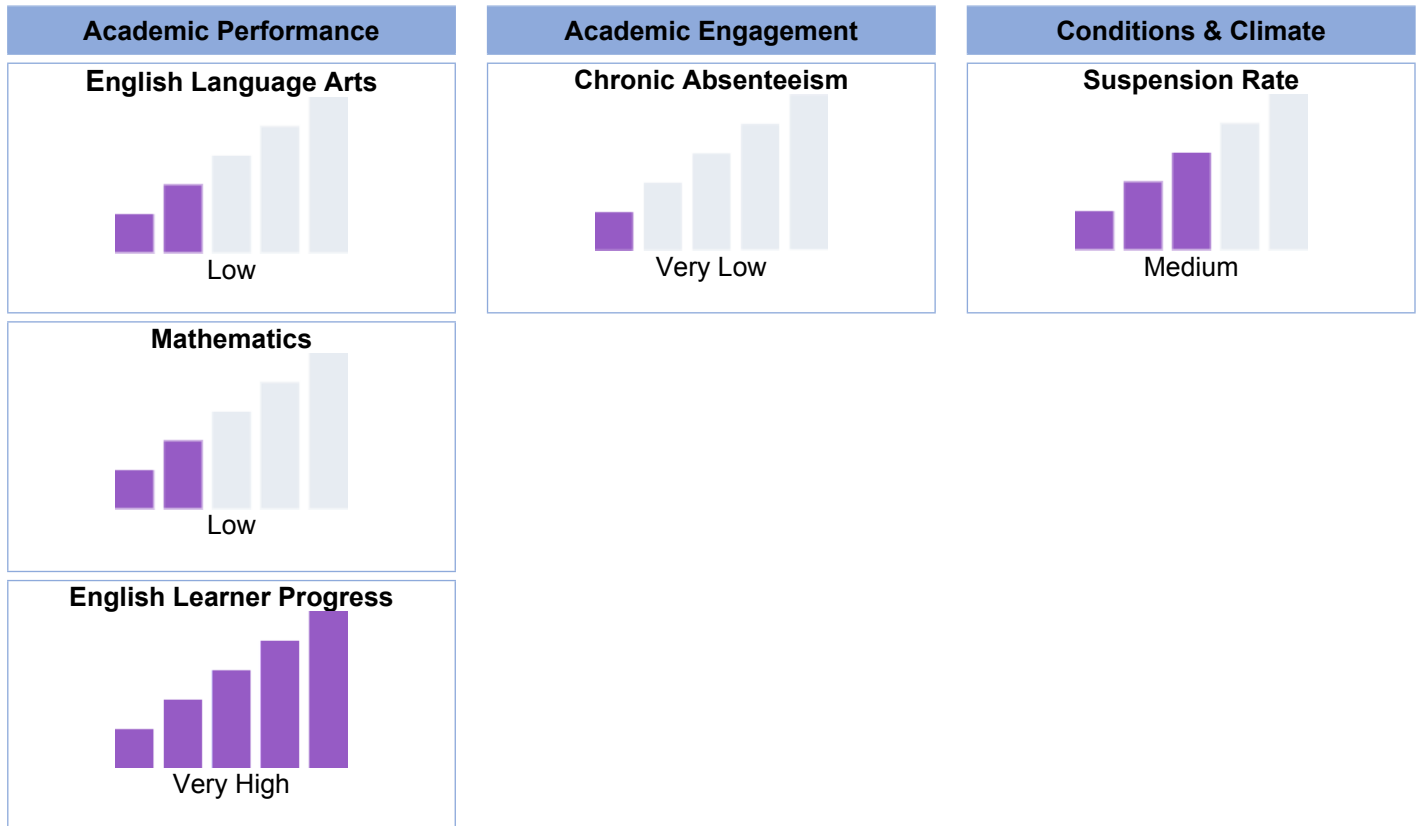
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

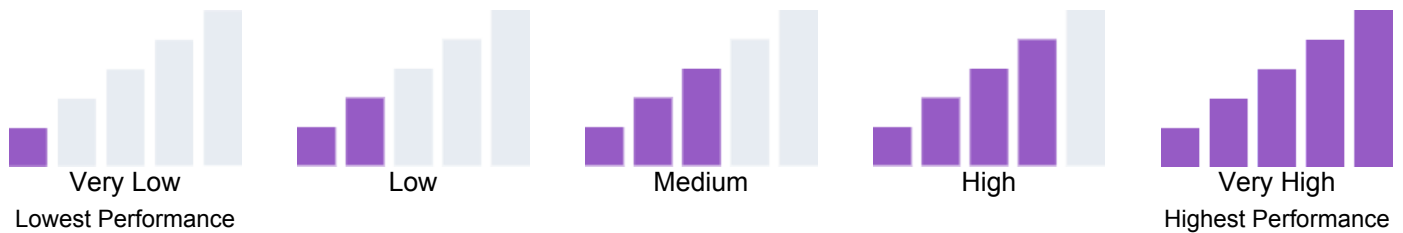
2021-2022 data shows that despite the pandemic and COVID-19 protocols, chronic absenteeism was low.
 2021-2022 data shows Intensive intervention for ELA needed.
 2021-2022 data Intensive intervention for Math needed.

School and Student Performance Data

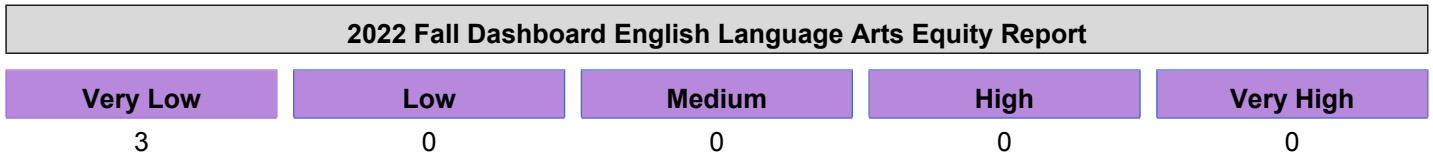
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

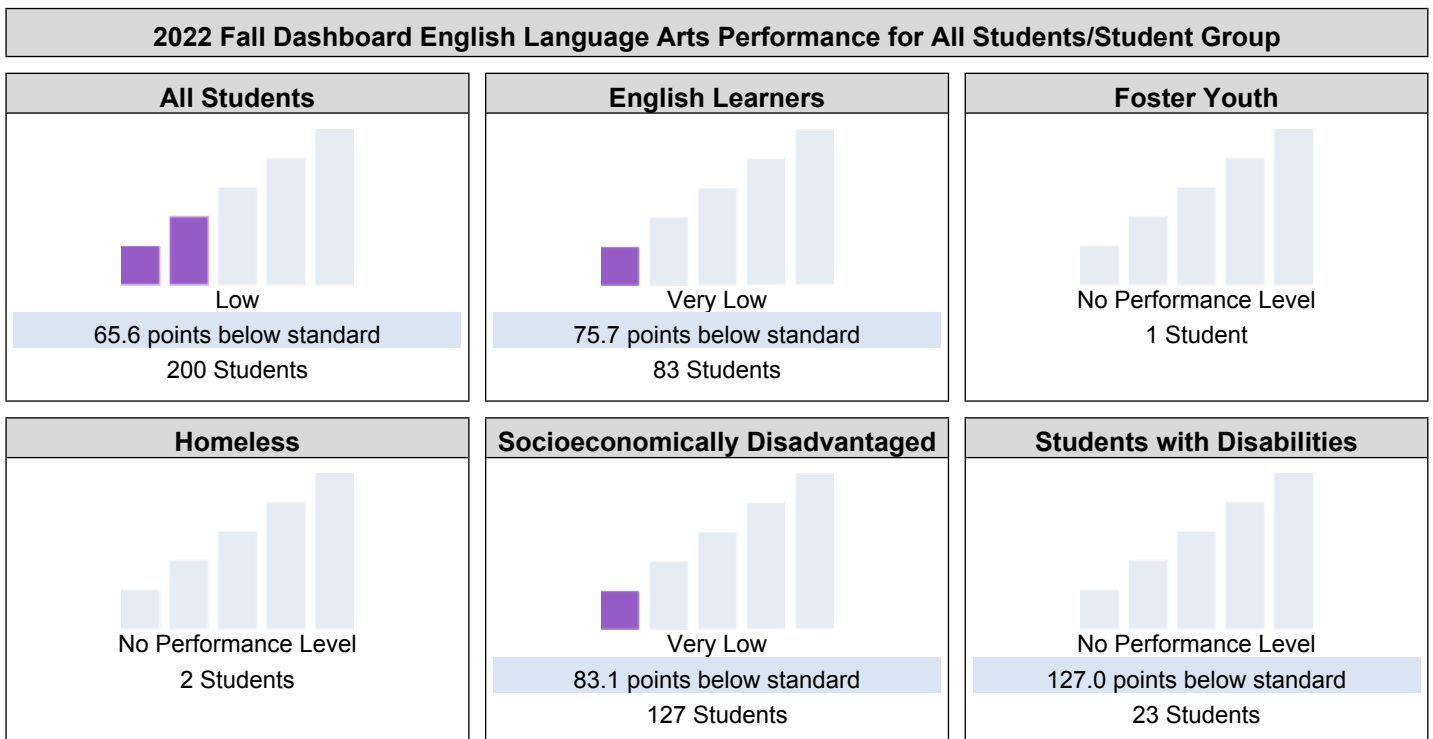
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



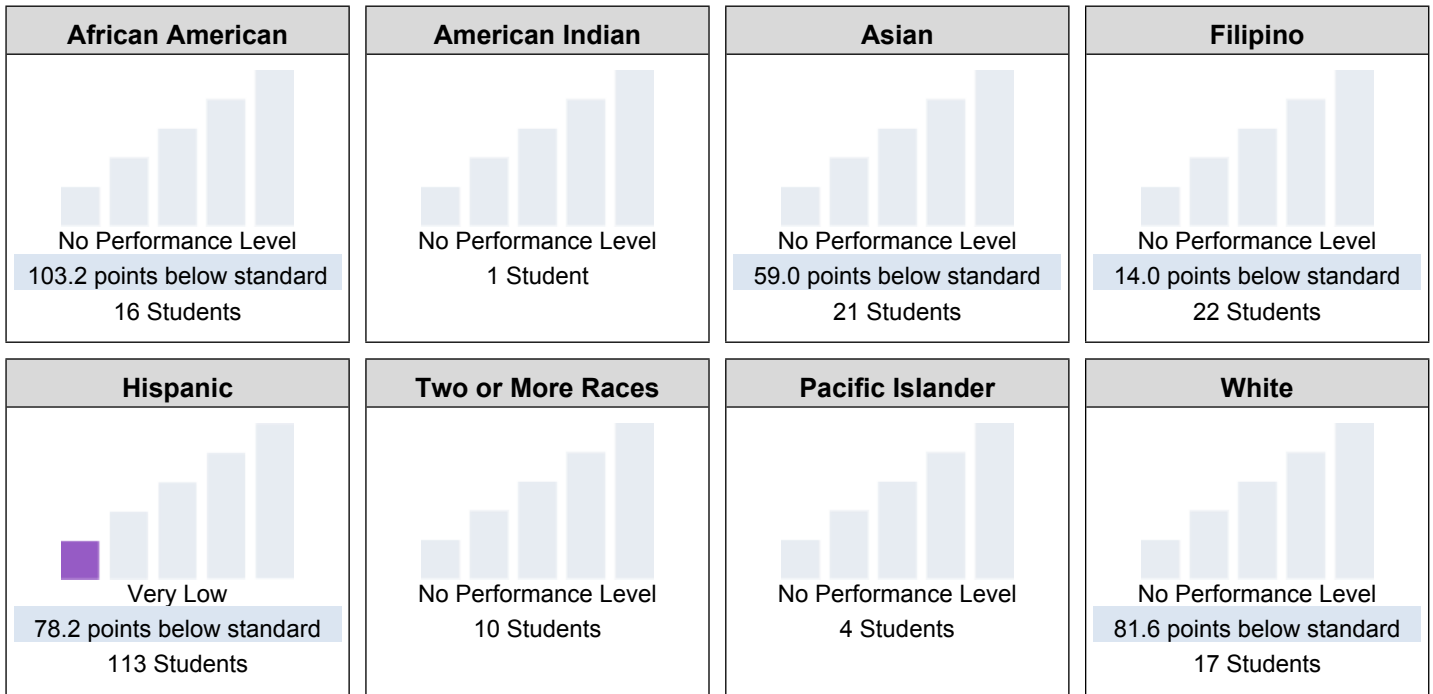
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.2 points below standard 58 Students	16.6 points below standard 25 Students	59.6 points below standard 103 Students

Conclusions based on this data:

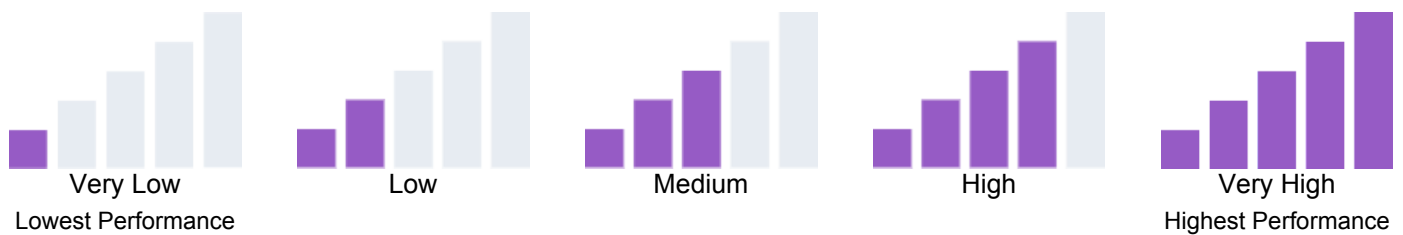
2021 -2022 data shows intensive intervention needed to support all subgroups in ELA

School and Student Performance Data

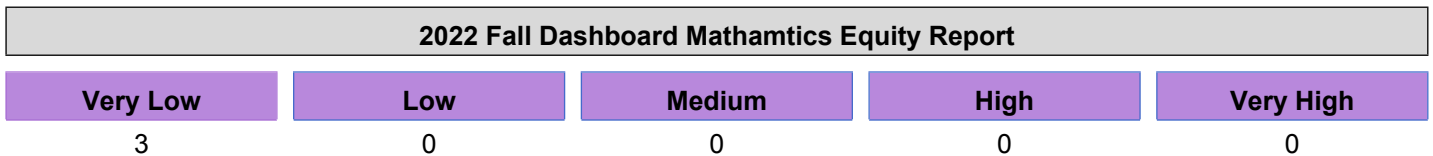
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

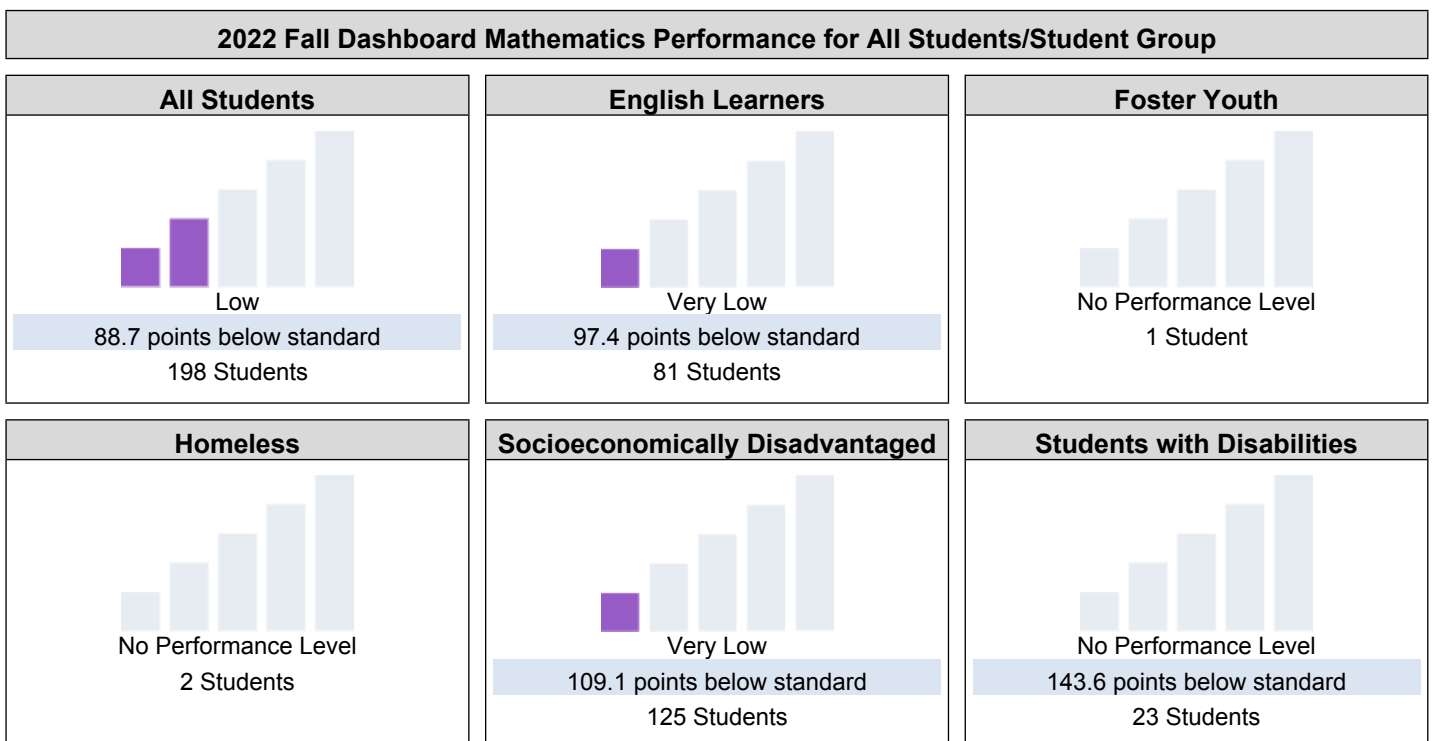
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



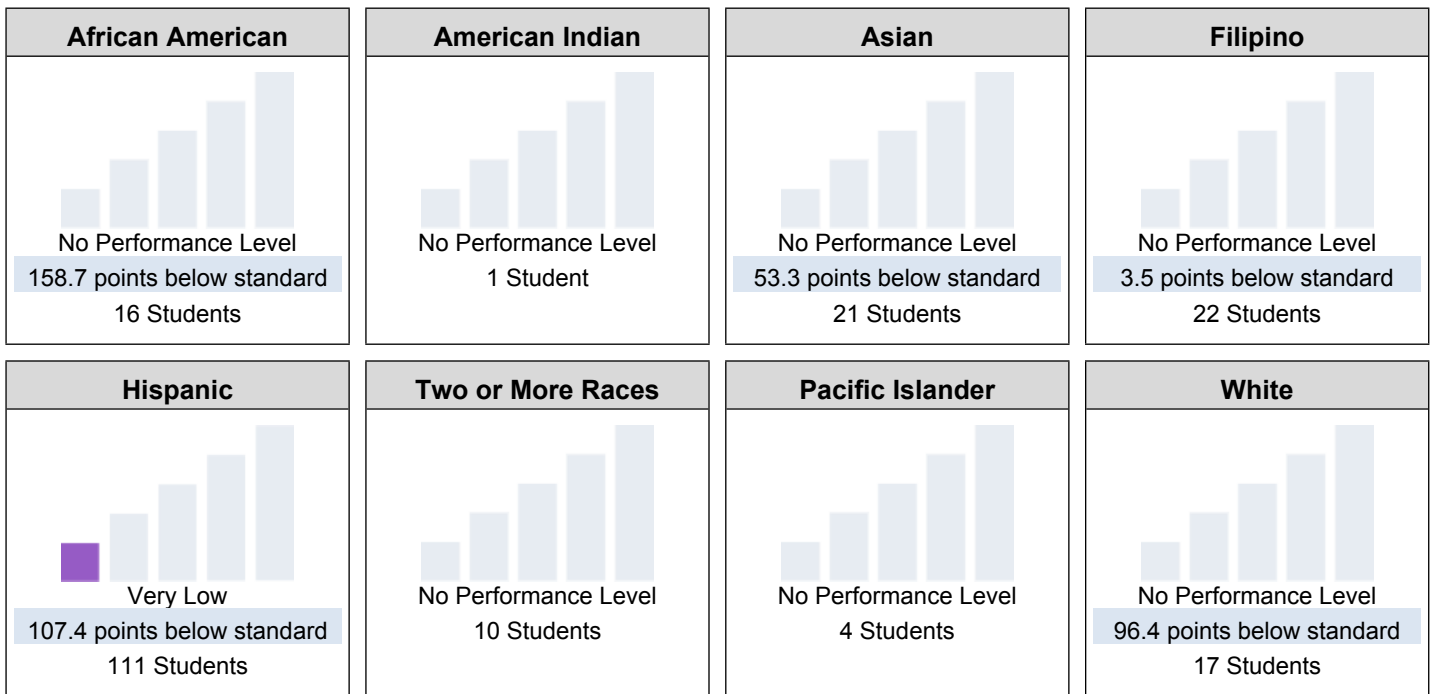
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">112.8 points below standard</p> <p>56 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">62.8 points below standard</p> <p>25 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">86.2 points below standard</p> <p>103 Students</p>

Conclusions based on this data:

Students generally performing better in mathematics than ELA.
Intensive intervention needed to support all subgroups in math.

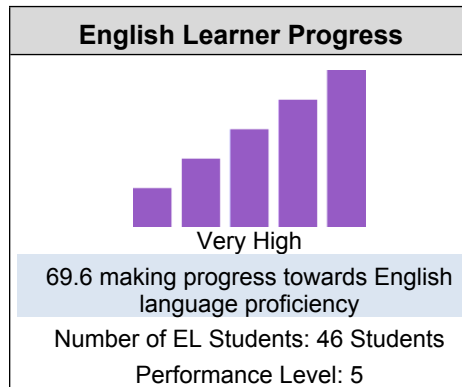
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.3%	26.1%	0.0%	69.6%

Conclusions based on this data:

2021-2022 data shows the percentage of students progressing toward English Language Proficiency has decreased.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

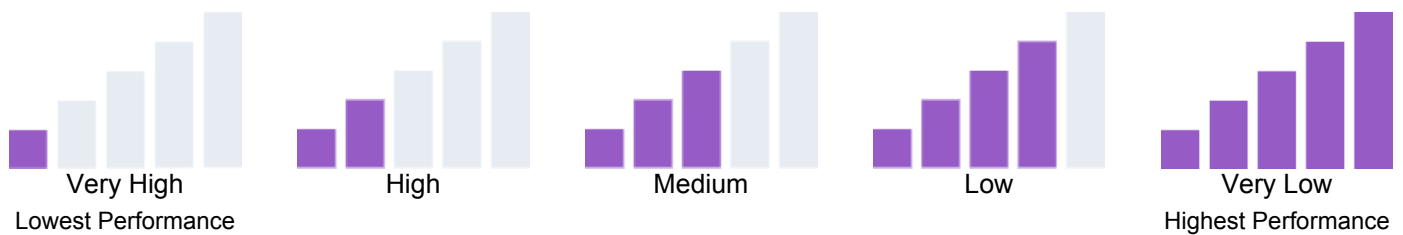
Conclusions based on this data:

School and Student Performance Data

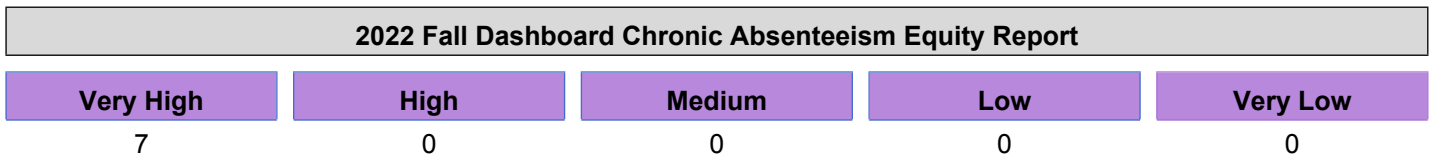
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

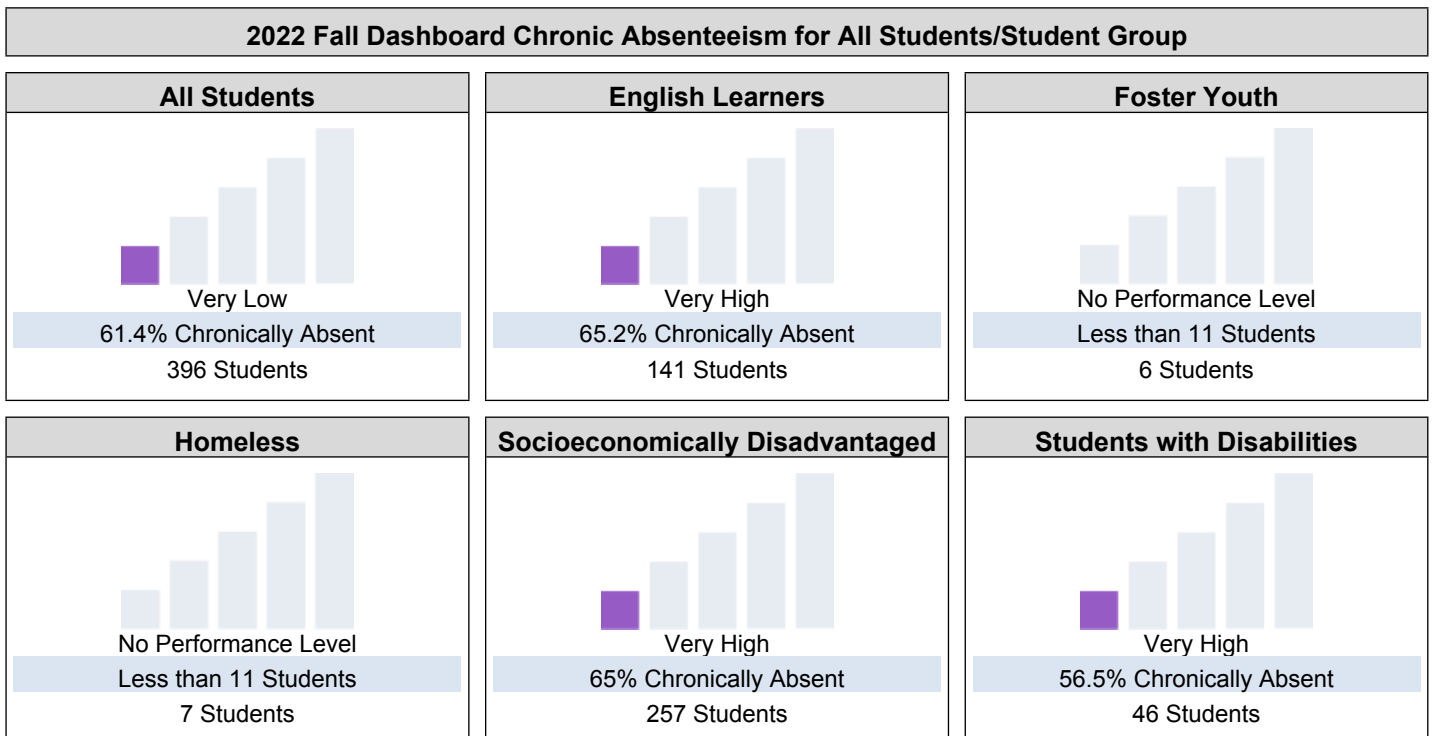
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



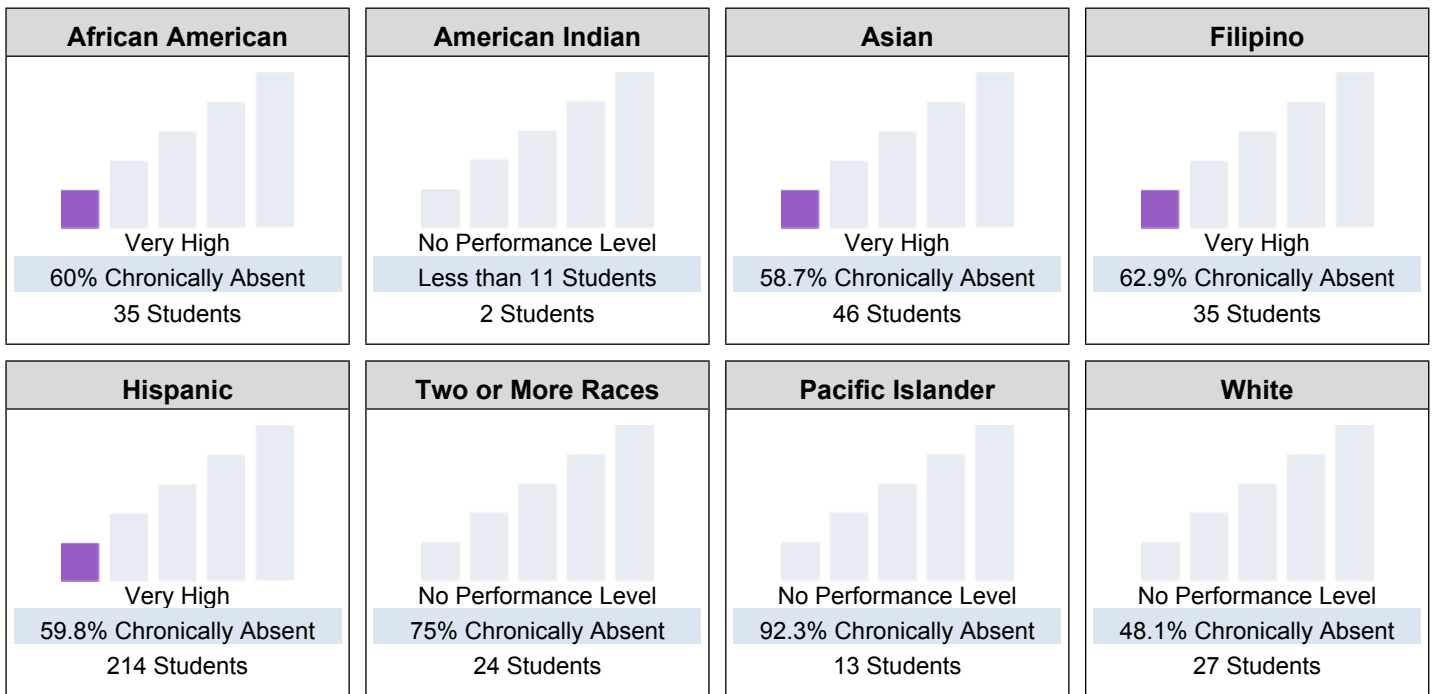
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

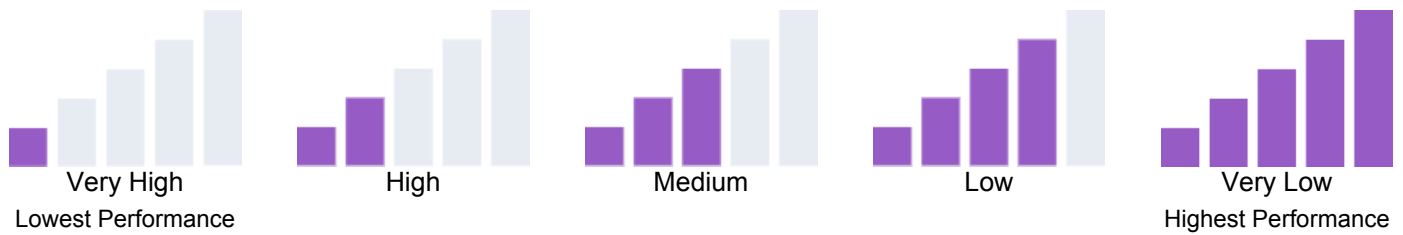
Absenteeism has been impacted by COVID-19 protocols

School and Student Performance Data

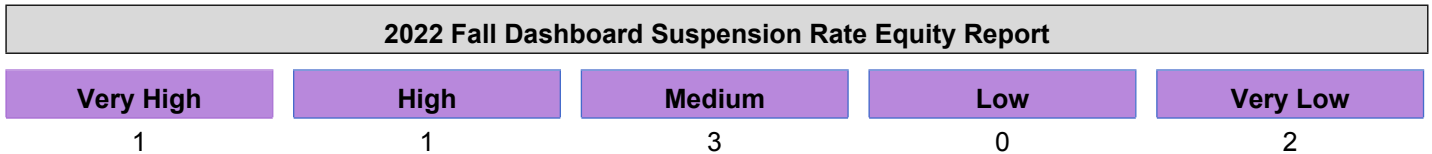
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

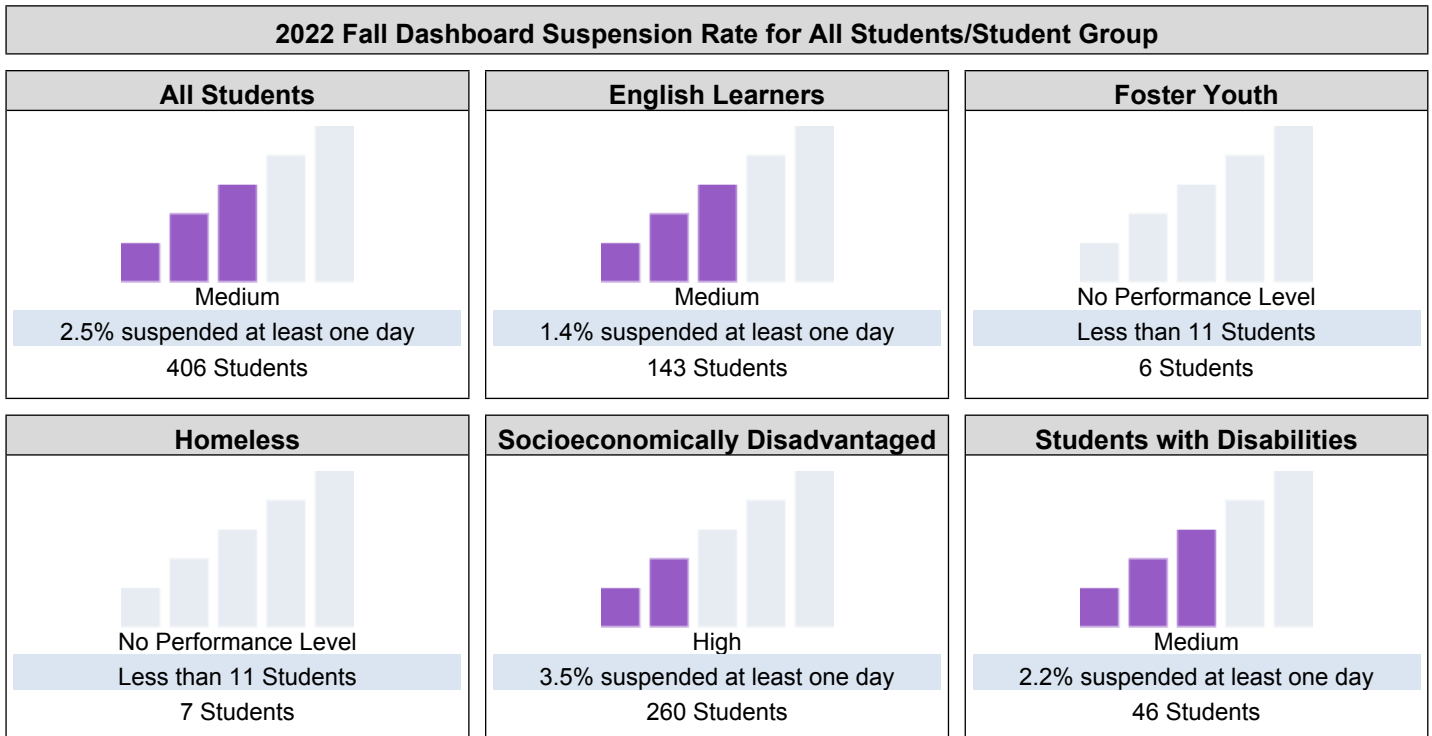
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



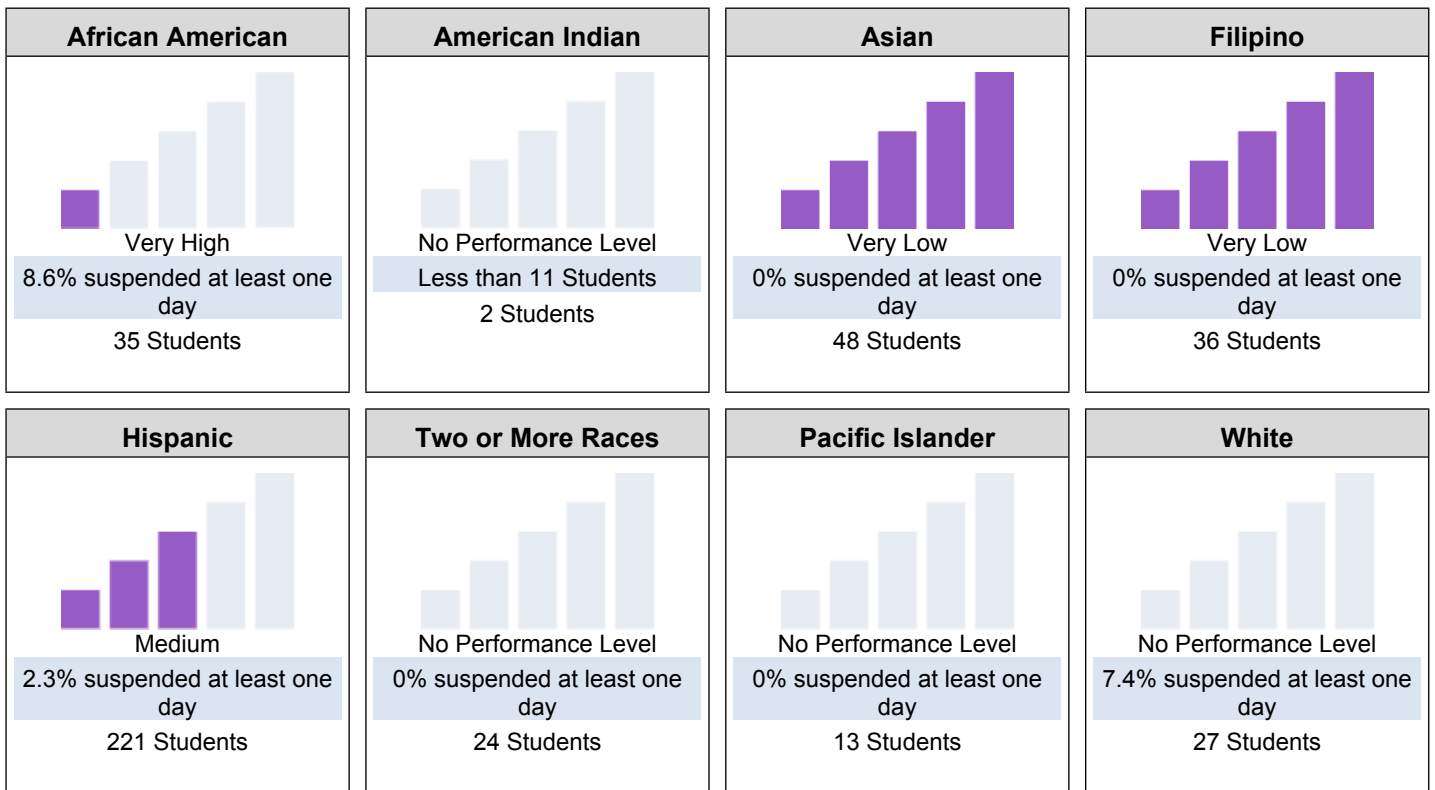
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

Suspensions at Treeview have declined significantly in 2022

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- During the 2023-24 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded, in ELA will increase by 10% from 25.24% to 35.24% as measured by the 2024 CAASPP.

Identified Need

What data did you use to form this goal (findings from data analysis)?

The data used to form this goal was 2022 California Assessment of Student Performance and Progress (CAASPP). The 2022 data was used as baseline data because 2023 data will not be available until fall 2023. The School Site Council (SSC) will review 2023 CAASPP data in fall and, if necessary, make adjustments to our ELA goal.

Group data to be collected to measure gains:

Fastbridge assessments, grade level assessments and Imagine Learning Progress Monitoring will be analyzed during grade level collaboration, staff meetings, professional development, Instructional Leadership Team (ILT), School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings. The principal, ILT, classroom teachers and SSC will monitor the progress of students moving forward to the appropriate reading level.

Strategy:

Universal Access to Strong Core Instructional Program (TIER 1)

- All teachers will use HUSD adopted Benchmark Language Arts program, ELA Frameworks and California grade level standards in designing and differentiating lessons.
- All students will be assessed using Fastbridge and Renaissance Accelerated Reader
- All teachers will use Fastbridge Assessments to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using AVID grade level writing rubrics and provide students with concrete feedback and directions as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC.

- Teachers will have weekly opportunities to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site Science of Reading, AVID and Imagine Learning professional development to strengthen literacy instruction.
- All grade 3-6 students will have Imagine Learning Literacy licenses.

Strategic Support (TIER 2)

- SIPPS or UFLI Reading intervention program will be used to accelerate progress so that students are able to efficiently close the gap and engage in grade-level reading.
- Teachers will make home contact i.e., progress reports, phone calls, online classroom-to-home communication to discuss the progress of their at risk students.
- Teachers will incorporate Imagine Learning daily to provide intervention and enrichment throughout the school day.
- ALD/ELD will be offered forty-five minutes daily so teachers may provide targeted support.
- Release time will be provided to all teachers so they may attend IEP, SST, 504 meetings for their students.

Intensive Intervention (Tier 3)

- EL Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- LLI Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Resource Specialist and paraeducators will provide push in and pull out support to students in special education.
- SE Counselors will provide check in with at risk students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 3-6	Standard Met or Exceeded: 25.24%	Standard Met or Exceeded: 35.24%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaboration Time

Treeview will provide teachers with weekly collaboration time (Wednesdays) to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Collaboration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Benchmark Curriculum.

Task: All Treeview students will receive HUSD adopted Benchmark curriculum instruction and assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

4000-4999: Books And Supplies

Benchmark Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students reading below grade level

Strategy/Activity

Core Learning Professional Development

Task - All Treeview teachers will receive reading intervention professional development, focusing on the Science of Reading, from Core Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
5800: Professional/Consulting Services And Operating Expenditures
Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students reading below grade level

Strategy/Activity

Reading Intervention

Task: All teachers will receive Systemic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) or University of Florida Literacy Institute (UFLI) material to deliver reading intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Grade 3-6

Strategy/Activity

Imagine Learning Literacy

Task: All Treeview students in grades 3-6 will receive Imagine Learning (IL) Literacy online platform licenses to improve literacy foundational skills, through playing games and completing short lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,000.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Imagine Learning Licenses for Treeview students Grades 3-6

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Renaissance Accelerated Reader (AR)

Task: Schoolwide use of AR to monitor and manage students' independent reading practices. Reading quizzes monitor reading comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,727

Source(s)

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
Accelerated Reader Program

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Grades K-4

Strategy/Activity

Scholastic News

Task: Students in grades Kindergarten to 4th grade will have access to current, high-interest, non-fiction reading through Scholastic News. Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,559.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Scholastic News Subscription K-4

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID Membership

Task: All Treeview teachers will have access to AVID Elementary's online critical reading resource (AVID Weekly), coaching and support from AVID staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,990.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
5000-5999: Services And Other Operating Expenditures
AVID Membership

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID - Summer Institute training

Task: Training for teachers to provide key academic and social supports students need to thrive academically including: writing, learning to be inquisitive, learning to be collaborative, learning to be organized and learning reading strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

27,061.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Summer Institute Training and materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th Grade Students Reading Below Grade Level - non SPED nor EL

Strategy/Activity

Leveled Literacy Intervention (LLI)

Task: District specialist will provide literacy intervention to bring struggling readers and writers, in the 4th and 5th grade, to grade level competency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Reading Intervention

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Release Time

Task: Treeview teachers will be allowed to observe and learn from colleagues (on and off site) and different programs such as AVID and California Distinguished Schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,775.00

Source(s)

LCFF Supplemental and Concentration Funds

Release Time

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Release Time

Task: Provide substitute coverage for teachers to attend IEP, SST and 504 meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,480.00

Source(s)

LCFF Supplemental and Concentration Funds

Release Time

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Office/Classroom Materials and Supplies

Task: Treeview will provide students with basic school needs such as pencils, pens, crayons, lined paper, copy paper to help students engage in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,632.00

Source(s)

General Fund

4000-4999: Books And Supplies

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Learner (EL) Specialist

Task: The EL Specialist will provide classroom teachers with support to meet the instructional needs of ELs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
1000-1999: Certificated Personnel Salaries
EL Specialist

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social/Emotional (SE) Counselor

Task: Provide counseling resources and information to students, teachers and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
2000-2999: Classified Personnel Salaries
SE Counselor

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- COLLABORATION allows teachers to share knowledge, resources, experiences and ideas so they can be leveraged as effectively as possible across all teachers in the collaboration process.
- The SCIENCE OF READING provides evidence based research of how reading develops and identifies proven instructional practices that impact both decoding and linguistic comprehension. If we want to see different results we need to do something different.
- With so many skills and reading levels represented in each classroom, IMAGINE LEARNING (IL) LITERACY, online platform, will allow all students to receive intervention and enrichment during the school day and at home. The recommendation of 60 minutes/week will lead to gains in reading.
- AVID strategies will lead to improved organization in students' work and materials, behavior, and level of engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

If collaboration, The Science of Reading, IL and AVID are Implemented with fidelity then 3rd-6th grade students will increase 10% from 25.24% to 35.24% in ELA as measured by the 2024 CAASPP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to this goal will be made when staff, and school site council review data from the 2023 CAASPP in Fall 2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- During the 2023-24 school year, the percentage of Treeview Elementary School 3rd-6th grade students performing at Standards Met or Exceeded in Mathematics will increase by 10% from 17.30% to 27.30% as measured by the 2024 CAASPP.

Identified Need

What data did you use to form this goal (findings from data analysis)?

2022 CAASPP results.

Group data to be collected to measure gains:

LEA data will be entered into Illuminate. This data, along with common formative assessments and grade level assessments, will be analyzed during grade level collaboration, staff meetings, professional development, Instructional Leadership Team (ILT), School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings. The principal, ILT, classroom teachers and SSC will monitor the progress of students moving forward to the appropriate math level.

Strategy:

Universal Access to Strong Core Instructional Program {Tier 1}

- All Grade Kindergarten through 5th grade teachers will use HUSD adopted McGraw-Hill's Math Expressions. Math Frameworks and California grade level standards in designing and differentiating standards.
- Grade 6 teachers will use McGraw Hill's California Math CCSS, Math Frameworks and California grade level standards in designing and differentiating standards.
- Teachers will use multiple measures of assessments (i.e., teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.
- Teachers will use graphic organizers (AVID) to support student learning.
- Teachers will have the opportunity to work collaboratively, during staff meetings, to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly

- Teachers will participate in on site AVID and Imagine Learning Math professional development to strengthen math instruction.
- Students grades Kindergarten through 6th grade will have access to IXL - a personalized, online learning platform.
- Students grades 3-6 will have Imagine Learning Math licenses.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs of math literacy.
- Teachers will make home contact i.e., progress reports, phone calls, online classroom-to-home communication to discuss the progress of their at risk students.
- Teachers will incorporate Imagine Learning Math daily to provide intervention and enrichment throughout the school day.

Intensive Intervention (Tier 3)

Resource Specialist and paraeducators will provide push in and pull out support to students in special education.
Counselors will provide check in with at risk students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Grades 3-6	Standard Met or Exceeded: 17.3%	Standard Met or Exceeded: 27.3%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaboration Time

Task: Treeview will provide teachers with weekly collaboration time (Wednesdays) to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Collaboration Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Instruction

Task: Treeview teachers will use HUSD adopted McGraw-Hill's Math Expressions (Grade K-5) and McGraw Hill's California Math CCSS (Grade 6) with fidelity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Grade 3-6

Strategy/Activity

Imagine Math

Task: Imagine math will be used as a supplemental material for math instruction. Imagine Math is an adaptive, interactive math program that teaches math skills at the student's skill level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected

4000-4999: Books And Supplies

Imagine Math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID - Summer Institute training

Task: Training for teachers to provide key academic and social supports students need to thrive academically including: writing, learning to be inquisitive, learning to be collaborative, learning to be organized and learning reading strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
AVID Summer Institute

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Release Time

Task: Treeview teachers will be allowed to observe and learn from colleagues (on and off site) and different programs such as AVID and California Distinguished Schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
Release Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Release Time

Task: Provide substitute coverage for teachers to attend IEP, SST and 504 meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF Supplemental and Concentration Funds

Release Time

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social/Emotional (SE) Counselor

Task: Provide counseling resources and information to students, teachers and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

2000-2999: Classified Personnel Salaries

SE Counselor

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Office/Classroom Materials and Supplies

Task: Treeview will provide students with basic needs like pencils, pens, crayons and paper to help students engage in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IXL

Task: IXL will be used as a supplemental material for math instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
IXL

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- COLLABORATION allows teachers to share knowledge, resources, experiences and ideas so they can be leveraged as effectively as possible across all teachers in the collaboration process.
- With so many skills and reading levels represented in each classroom, IMAGINE LEARNING (IL) Math, online platform, will allow all students to receive intervention and enrichment during the school day and at home. The recommendation of 60 minutes/week will lead to gains in reading.
- AVID strategies will lead to improved organization in students' work and materials, behavior, and level of engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

If collaboration, IL and AVID are Implemented with fidelity then 3rd-6th grade students will increase 10% from 17.30% to 27.30% in Math as measured by the 2024 CAASPP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to this goal will be made when staff, and school site council review data from the 2023 CAASPP in Fall 2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- During the 2023-2024 school year, the percentage of Treeview Elementary School English Learners (ELs) advancing one proficiency level will increase 10%, from 69.6 to 79.6 as measured by the English Language Proficiency Assessment California (ELPAC).

Identified Need

What data did you use to form this goal (findings from data analysis)?

The data used to form this goal was 2022 English Language Proficiency Assessment California (ELPAC). The English Learner Advisory Committee (ELAC) and School Site Council (SSC) will review 2023 ELPAC data in fall and, if necessary, make adjustments to our English Language Development goal.

Group data to be collected to measure gains:

ELPAC, Fastbridge assessments, Imagine Learning Progress Monitoring and report cards will be analyzed during grade level collaboration, staff meetings, professional development, Instructional Leadership Team (ILT), School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings.

Strategy:

Universal Access to Strong Core Instructional Program (TIER 1)

- All teachers will use HUSD adopted Benchmark Language Arts program, ELA Frameworks and California grade level standards in designing and differentiating lessons.
- All students will be assessed using Fastbridge and Renaissance Accelerated Reader
- All teachers will use Fastbridge Assessments to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using AVID grade level writing rubrics and provide students with concrete feedback and directions as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC.

- Teachers will have weekly opportunities to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site Science of Reading, AVID and Imagine Learning professional development to strengthen literacy instruction.
- All grade 3-6 students will have Imagine Learning Literacy licenses.

Strategic Support (TIER 2)

- SIPPS or UFLI Reading intervention program will be used to accelerate progress so that students are able to efficiently close the gap and engage in grade-level reading.
- Teachers will make home contact i.e., progress reports, phone calls, online classroom-to-home communication to discuss the progress of their at risk students.
- Teachers will incorporate Imagine Learning daily to provide intervention and enrichment throughout the school day.
- ALD/ELD will be offered forty-five minutes daily so teachers may provide targeted support.
- Release time will be provided to all teachers so they may attend IEP, SST, 504 meetings for their students.

Intensive Intervention (Tier 3)

- EL Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- LLI Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Resource Specialist and paraeducators will provide push in and pull out support to students in special education.
- SE Counselors will provide check in with at risk students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress Towards Proficiency	69.6% of ELs making progress	79.6% of ELs making progress

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Collaboration Time

Task: Treeview will provide teachers with weekly collaboration time to analyze assessment data, plan Integrated and Designated ELD to fully support students’ language proficiency and access to

the content and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Collaboration Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Reading Intervention

Task: All teachers will receive Systemic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) or University of Florida Literacy Institute (UFLI) material to deliver reading intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Reading Intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners Grade 3-6

Strategy/Activity

Imagine Learning Literacy

Task: All Treeview students in grades 3-6 will receive Imagine Learning (IL) Literacy online platform licenses to improve literacy foundational skills, through playing games and completing short lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Imagine Learning Literacy

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Renaissance Accelerated Reader (AR)

Task: Schoolwide use of AR to monitor and manage students' independent reading practices. Reading quizzes monitor reading comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
Accelerated Reader

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

AVID - Summer Institute training

Task: Training for teachers to provide key academic and social supports students need to thrive academically including: writing, learning to be inquisitive, learning to be collaborative, learning to be organized and learning reading strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
AVID

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL Specialist

Task: The EL Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
EL Specialist

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Substitute Coverage

Task: Treeview will provide substitute assistance with the administration of the ELPAC to ensure all EL's are tested.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,775.00

Source(s)

LCFF Supplemental and Concentration Funds
Substitute Coverage for ELPAC

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teacher Release Time

Task: Treeview teachers will be allowed to observe and learn from colleagues (on and off site) and different program such as AVID and California Distinguished Schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
Teacher Release Time

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teacher Release Time

Task: Provide substitute coverage for teachers to attend IEP, SST, 504 meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds
Teacher Release Time

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

SE Counselor

Task: Provide counseling resources and information to students, teachers and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
SE Counselor

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Office/Classroom Materials and Supplies

Task: Treeview will provide students with the basic needs like pencils, pens, crayons, and paper to help students engage in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund
4000-4999: Books And Supplies
Materials and Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- COLLABORATION allows teachers to share knowledge, resources, experiences and ideas so they can be leveraged as effectively as possible across all teachers in the collaboration process.
- The SCIENCE OF READING provides evidence based research of how reading develops and identifies proven instructional practices that impact both decoding and linguistic comprehension. If we want to see different results we need to do something different.
- With so many skills and reading levels represented in each classroom, IMAGINE LEARNING (IL) LITERACY, online platform, will allow all students to receive intervention and enrichment during the school day and at home. The recommendation of 60 minutes/week will lead to gains in reading.
- RENAISSANCE ACCELERATED READER (AR) will help teacher's monitor students' independent reading, in both English and Spanish. Students will be able to pick books at their reading level.
- AVID strategies will lead to improved organization in students' work and materials, behavior, and level of engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

If collaboration, Science of Reading, IL, AR and AVID are Implemented with fidelity then English Learners (ELs) advancing one proficiency level will increase 10%, from 69.6 to 79.6 as measured by the English Language Proficiency Assessment California (ELPAC).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to this goal will be made when staff, the English Language Advisory Committee (ELAC), and school site council review data from the 2023 ELPAC in Fall 2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: During the 2023-2024 school year, Treeview Elementary School will promote arts education by ensuring that all students have access to a VAPA-related activity on a weekly basis, either through a standalone music course (music, choir) or bi-weekly visual arts activities.

Identified Need

What data did you use to form this goal (findings from data analysis)?
Since this is the first year we have a VAPA goal for the SPSA, we didn't have 2022 data to analyze. Strategies came from feedback from parents at Coffee & Conversation with the Principal, and staff at SBDM and staff meetings.

Strategy:

Universal Access to Strong Core Instructional Program (TIER 1)

- All teachers will receive arts integration professional development
- All students 1st through 4th grade will have weekly music prep class
- All 5th and 6th grade students will have weekly choir class
- Instrumental music class will be available to 5th and 6th grade students
- All students, Kindergarten through 6th grade will have bi-weekly visual arts activity
- Winter and Spring music performances and end-of-year talent show for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Art Show

Task: Treeview will promote arts integration by showcasing student work at our end-of-year art show.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
Art Show

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Performances

Task: Treeview will promote arts integration by hosting performances.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,500.00

Source(s)

LCFF Supplemental and Concentration Funds
5000-5999: Services And Other Operating
Expenditures
Performances

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Performances

Task: Treeview will promote arts integration by hosting student performances including: Winter Concert, Spring Concert, Spring Talent Show

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
Concerts

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development

Task: The Treeview Art Teacher Lead (ATL) will provide teachers with arts integration professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Materials and Supplies

Task: Treeview will promote arts integration by providing students with art supplies to help students engage in lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,500.00

Source(s)

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
Art Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The ART SHOW, PROFESISONAL PERFORMANCES, and STUDENT PERFORMANCES will promote arts integration.
Providing students with BI-WEEKL VISUAL ARTS experiences will promote arts integration.
Making sure students have sufficient art will promote arts integration.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): During the 2023-2024 school year, Treeview Elementary 5th graders who indicate feelings of school connectedness on the California Healthy Kids Survey (CHKS) will increase 10% from 74% to 84%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students responding positively on CHKS in the area of School Connectedness	74% of students responding positively	84% of students responding positively

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social-Emotional (SE) Counseling

Task: The Treeview SE Counselor will provide staff and students with additional resources, professional development and workshops in Social-Emotional Learning practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
2000-2999: Classified Personnel Salaries
SE Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mental Health Services

Task: Treeview will continue to partner with Community Based Organizations (CBOs) to provide mental health services for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive Behavior Intervention Support (PBIS) Incentives

Task: Treeview's PBIS practices will be implemented in order to decrease referrals & suspensions and improve student behavior on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

LCFF Supplemental and Concentration Funds
4000-4999: Books And Supplies
PBIS Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Recognition

Task: Treeview will continue to have monthly Students of the Month recognition assemblies for students identified by their teachers as modeling the 3 Bs (Be Safe, Be Respectful, Be Responsible).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

Coordination of Services Team (COST)

Task: The COST will continue to meet bi-weekly, to discuss how the school can provide additional support for at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

Teacher Release

Task: Provide substitute coverage for teachers to attend IEP, SST, 504 Meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration Funds

Teacher Release

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- The Treeview SE COUSELOR will provide staff and students with additional resources, professional development and workshops in Social-Emotional Learning practices.
- Treeview will continue to partner with COMMUNITY BASED ORGANIZATIONS (CBOs) to provide mental health services for students.
- PBIS practices will be implemented in order to decrease referrals & suspensions and improve student behavior on campus.
- Treeview will continue to have monthly Students of the Month RECOGNITION ASSEMBLIES for students identified by their teachers as modeling the 3 Bs (Be Safe, Be Respectful, Be Responsible).
- The COST will continue to meet bi-weekly, to discuss how the school can provide additional support for at-risk students.
- Provide SUBSTITUTE COVERAGE for teachers to attend IEP, SST, 504 Meetings to meet students' academic, social and emotional needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

If SE Counseling, Mental Health Services, PBIS and Student Recognitions are available from the beginning to the end of the school year, then 5th graders who indicate feelings of school connectedness on the California Healthy Kids Survey (CHKS) will increase 10% from 74% to 84%.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to this goal will be made when staff, and school site council review data from the 2023 CHKS in Fall 2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Increase Parent Participation

Task: During the 2023-2024 school year, Treeview Elementary School will increase the number of parents participating in PTA, AASAI, ELAC and Coffee & Conversation Meetings.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation - sign in sheets	This year, the baseline will be set.	An increase by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents

Strategy/Activity

Visual Reminders

Task: Treeview will provide additional options and opportunities for parents to participate in school activities by using new electronic marquee to provide visual reminders of meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents

Strategy/Activity

Friday Phone Calls

Task: Treeview will provide additional options and opportunities for parents to participate in school activities by continuing with Friday evening phone calls.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents

Strategy/Activity

Communication

Task: Treeview will provide additional options and opportunities for parents to participate in school activities by adding text and email communication about school activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents

Strategy/Activity

Parent Journal

Task: Treeview will provide additional options and opportunities for parents to participate in school activities by continuing with the bi-weekly parent journal in both English and Spanish.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents

Strategy/Activity

Workshops

Tasks: Treeview will provide additional options and opportunities for parents to participate in school activities by proving parent requested topics for workshops (Google Classroom, Class Dojo, report cards, social media)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: During the 2023-2024 school year, Treeview Elementary School will increase its daily attendance rate by 7% from 89% to 96%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rate	Current Daily Attendance Rate: 89%	Daily Attendance Rate: 96%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Child Welfare and Attendance (CWA)

Treeview staff will collaborate with the district's CWA division to reduce families' barriers to attendance, including early intervention and COST services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS

Task: Treeview's PBIS practices will be implemented in order to decrease referrals, suspensions and truancy, and improve student behavior on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Recognition

Task: Treeview will continue to have monthly Students of the Month recognition assemblies for students identified by their teachers as modeling the 3 Bs (Be Safe, Be Respectful, Be Responsible).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

Coordination of Services Team (COST)

Task: The COST will continue to meet bi-weekly, to discuss how the school can provide additional support for at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Workshops

Tasks: Treeview will provide additional options and opportunities for parents to participate in school activities by proving parent requested topics for workshops (Google Classroom, Class Dojo, report cards, social media, attendance)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

Teacher Release Time

Task: Provide substitute coverage for teachers to attend IEP, SST, 504 meetings to meet students' academic, social and emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Treeview staff will collaborate with the district's CWA division to reduce families' barriers to attendance, including early intervention and COST services.
- Treeview's PBIS practices will be implemented in order to decrease referrals, suspensions and truancy, and improve student behavior on campus.
- Treeview will continue to have monthly Students of the Month recognition assemblies for students identified by their teachers as modeling the 3 Bs (Be Safe, Be Respectful, Be Responsible).
- The COST will continue to meet bi-weekly, to discuss how the school can provide additional support for at-risk students.
- Treeview will provide additional options and opportunities for parents to participate in school activities by providing parent requested topics for workshops (Google Classroom, Class Dojo, report cards, social media, attendance)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

If collaboration with CWA, PBIS Practices, and COST are implemented with fidelity then daily attendance rate will increase by 7% from 89% to 96%.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$118,999.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$64,610.00
General Fund	\$17,632.00
LCFF Supplemental and Concentration Funds	\$36,757.00

Subtotal of state or local funds included for this school: \$118,999.00

Total of federal, state, and/or local funds for this school: \$118,999.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	31,172.00	31,172.00
Title I	57,374.00	57,374.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	64,610.00
General Fund	17,632.00
LCFF Supplemental and Concentration Funds	36,757.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	0.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	99,479.00
5000-5999: Services And Other Operating Expenditures	7,490.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

	District Funded	0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
4000-4999: Books And Supplies	ESSA Title I , Part A , Basic Grants Low Income and Neglected	56,620.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	2,990.00
5800: Professional/Consulting Services And Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	5,000.00
4000-4999: Books And Supplies	General Fund	17,632.00
	LCFF Supplemental and Concentration Funds	7,030.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	25,227.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,224.00
Goal 2	0.00
Goal 3	2,775.00
Goal 4	10,000.00
Goal 5	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Guillermo Morales	Principal
Veronica Ramos	Other School Staff
Haley Brodnick	Classroom Teacher
Marsha Wescott	Classroom Teacher
Bernadette Sledge-Daya	Classroom Teacher
Loui Ahkoi	Parent or Community Member
Andrea Rivera	Parent or Community Member
Joshua Ridenhour	Parent or Community Member
Miguel Villavicencio	Parent or Community Member
Daniel Loy	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 12, 2023.

Attested:



Principal, Mr. Guillermo Morales on April 12, 2023

SSC Chairperson, Miguel Villavicencio on April 12, 2023